



## GLOBAL CLIMATE POLITICS

POL 3208G, Winter 2016-17  
4255 Social Sciences Centre  
Tuesdays 9:30-11:20 a.m.

Prof. Radoslav Dimitrov  
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Mondays & Thursdays 10 - 12  
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**Course description** In December 2015, international negotiations produced the Paris Agreement on climate change. The new treaty replaces the Kyoto Protocol and now defines the global response to climate change. This course provides an intimate perspective on the international politics of climate change, and explores climate governance and policies around the world. Topics include: the science of climate change, history of international discussions, key countries and policy positions, recent UN negotiations and policy agreements, and the Green Shift to clean development. The instructor serves on the European Union delegation since 2009 and negotiated actively during the Paris conference. This course offers an opportunity to gain knowledge that is not readily available elsewhere.

### COURSE OBJECTIVES

The overarching objectives are to obtain

- \* **factual knowledge** about the subject,
- \* **analytical insight** about factors affecting global climate politics, and
- \* **practical skills** at negotiations and policymaking.

By the end of this course, students will be able to:

1. Demonstrate thorough knowledge of the climate problem and policy debates
  2. Understand political, economic and social factors that shape climate politics;
  3. Explain diplomatic protocol and the conduct of international negotiations, and
  4. Apply knowledge through extensive, realistic simulations of international negotiations.
- Students who pass the course with 90 or above, will also be prepared to:
5. Participate on Canadian delegations to UN conferences, and
  6. Engage professionally in negotiations.

### Required readings

Readings include academic journal articles, documents from international organizations and draft agreements from negotiations. Electronic copies of all readings are posted on Sakai (<http://owl.uwo.ca>). Attention: Students need to complete the readings for each class period prior to class, and develop a grasp of the material that is sufficient to raise questions and engage in substantive class discussions.

### Grade distribution

Exam	40%
Simulation	40%
Attendance & participation	20%

## ASSIGNMENTS

**Exam** The exam will consist of short-answer questions. Each question will require specific factual information and can be answered well in less than one written page. For example: “What is the European Union’s current policy plan for climate and energy policy?”

### Simulation of negotiations

We will conduct a classroom simulation of international negotiations on global climate policy. Students will role-play diplomats representing state governments and will re-negotiate the Paris agreement on climate change. We will follow UN diplomatic protocol of conduct and standard operating procedures. The simulation will be realistic and mimic closely the manner in which actual UN conferences are organized. The purpose is to learn experientially about diplomacy and encounter first-hand the obstacles to international cooperation. Detailed instructions will be posted on OWL Sakai in the Simulation folder.

### CONSULTATIONS

Office hours provide students with a good opportunity to discuss issues and deepen understanding of course material. I encourage you to talk to me throughout the semester about course content. If you have special needs, medical or family emergencies, please let me know and we will make appropriate arrangements.

### STUDENTS WITH DISABILITIES

The University of Western Ontario seeks to provide equal access to its programs, services and activities for people with disabilities. If you need accommodations in this class, please give prior notice to the instructor to make arrangements for accommodations.

## COURSE CALENDAR

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JANUARY 10

### INTRODUCTION

Scope and content, significance of topic, and course expectations. What will I learn, why does it matter, and how difficult will it be?

1. European Commission. 2015. Factsheet on Climate Change.
2. Miranda Schreurs, “The Paris Agreement and the Three Largest Emitters: China, the United States and the European Union,” *Politics and Governance* (2016), pp. 219-223.

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JANUARY 17

### THE PROBLEM: CLIMATE CHANGE, SCIENCE AND PERCEPTIONS

3. Intergovernmental Panel on Climate Change (IPCC). 2014. Fifth Global Assessment, *Summary for Policymakers*.

4. Warren, F.J. and Lemmen, D.S. (2014): Synthesis; *in* Canada in a Changing Climate: Sector Perspectives on Impacts and Adaptation, (ed.) F.J. Warren and D.S. Lemmen (Government of Canada), pp. 1-18.

5. Irene Lorenzoni and Nick F. Pidgeon, “Public Views on Climate Change: European and USA Perspectives,” *Climatic Change* 77 (2006), pp. 73-95.

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 JANUARY 24

**POLICY ISSUES AND DEBATES IN CLIMATE POLITICS**

6. Stephanie Bailer and Florian Weiler, “A Political Economy of Positions in Climate Change Negotiations,” *Review of International Organizations* (2014).

7. Dimitrov, Radoslav S. 2010. Inside UN Climate Change Negotiations: The Copenhagen Conference. *Review of Policy Research*, 27 (6): [Read only pages 195-805.](#)

8. Justice and fairness in global climate policy: Edward Page, “Normative theory,” in *Research Handbook on Climate Governance* (2015), edited by Karin Bäckstrand and Eva Lövbrandt, pp. 84-94

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JANUARY 31

**HISTORY OF CLIMATE CHANGE NEGOTIATIONS**

7. Dimitrov, Radoslav S. 2010. Inside UN Climate Change Negotiations: The Copenhagen Conference. *Review of Policy Research*, 27 (6): [Read only pages 806-819.](#)

9. Daniel Bodansky, “A Tale of Two Architectures,” *Arizona State Law Journal* pp. 697-712.

10. Lavanya Rajamani, “The Durban Platform for Enhanced Action and the Future of the Climate Change Regime,” *International and Comparative Law Quarterly* 61(2): 501-518

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FEBRUARY 7

**KEY PLAYERS IN CLIMATE POLITICS**

**Island nations:** 11. Carola , Paula Castro and Florian Weiler, “AOSIS in the UNFCCC Negotiations: From Unity to Fragmentation?” *Climate Policy* 12:5 (2012), pp. 591-613.

**Developing countries** 12. Vihma, Antto, Yacob Mulugetta, and Sylvia Karlsson-Vinkhuyzen. “Negotiating solidarity? The G77 through the prism of climate change negotiations.” *Global Change, Peace & Security* 23 (2011): 315-34.

**The European Union:** 13. European Parliament, “EU Position for COP21 Climate Conference,” Briefing November 2015

14. Sebastian Oberthur, “Where to go from Paris? The European Union in Climate Geopolitics,” *Global Affairs* vol. 2, no. 2 (2016), pp. 119-130.

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FEBRUARY 14

**KEY PLAYERS (CONTINUED)**

**India** 15. Vihma, Antto. “India and the Global Climate Governance: Between Principles and Pragmatism.” *The Journal of Environment & Development* 20 (2011): 69-94.

**China** 16. Bjorn Conrad, “China in Copenhagen: Reconciling the “Beijing Climate Revolution” and the “Copenhagen China Obstinacy,”

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*The China Quarterly* 210 (June 2012), pp. 435-455.

**The US:** 17. Matthew Paterson. 2013. Post-hegemonic climate politics? *The British Journal of Politics and International Relations* (2009), 140-158.

**NGOs:** 18. Katharina Rietig, "The Power of Strategy: Environmental NGO Influence in International Climate Negotiations," *Global Governance* 22 (2016), pp. 269-288.

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FEBRUARY 28

**SIMULATION: NEGOTIATING GLOBAL CLIMATE POLICY**

19. Joanna Depledge, "Negotiating Arenas," chapter 9 in Joanna Depledge, *The Organization of Global Negotiations* (Earthscan 2005).

20. Draft Paris Agreement.

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MARCH 7

**SIMULATION**

21. Steinar Andresen, "International Climate Negotiations: Top-down, Bottom-up or a Combination of Both? *The International Spectator* vol. 50, no. 1 (March 2015), pp. 15-30.

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MARCH 14

**SIMULATION**

Read thoroughly all proposed draft texts

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Date, time and venue to be announced

**FINAL NEGOTIATION SESSION**

Read thoroughly all proposed draft texts

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MARCH 21

**THE PARIS AGREEMENT OF 2015**

22. The Paris Agreement – full text

23. Radoslav Dimitrov, "The Paris Agreement: Behind Closed Doors," *Global Environmental Politics* 16:3 (August 2016).

24. Robert O. Keohane and Michael Oppenheimer, "Paris: Beyond the Climate Dead End through Pledge and Review?" *Politics and Governance* (2016), pp. 142-151.

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MARCH 28

**THE GLOBAL "GREEN SHIFT"**

Last class – compensation for additional simulation session

25. Dubash, N.K., M. Hagemann, N. Höhne and P. Upadhyaya (2013), Developments in national climate change mitigation legislation and strategy, *Climate Policy*, 13(6), 649–664.

26. Dag Harald Claes and Helge Hveem, "From Paris to the End of Oil," *Politics and Governance* (2016), pp. 197-208.

27. Amory Lovins, "A Farewell to Fossil Fuels: Answering the Energy Challenge," *Foreign Affairs* 91(2) (2012), pp. 134-146.

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## APPENDIX TO UNDERGRADUATE COURSE OUTLINES

### DEPARTMENT OF POLITICAL SCIENCE

#### **Prerequisite checking - the student's responsibility**

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

#### **Essay course requirements**

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

#### **Use of Personal Response Systems ("Clickers")**

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

**Security and Confidentiality of Student Work** (refer to current *Western Academic Calendar*

[\(http://www.westerncalendar.uwo.ca/\)](http://www.westerncalendar.uwo.ca/)

**"Submitting or Returning Student Assignments, Tests and Exams** - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

#### **Duplication of work**

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

#### **Grade adjustments**

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental

guidelines.

### **Academic Offences**

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>."

### **Submission of Course Requirements**

**ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS MUST BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.**

**THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.**

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

**Students registered in Social Science should refer to <http://counselling.ssc.uwo.ca/> <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.**

### **Plagiarism**

"Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

**Plagiarism Checking:** "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)

**Multiple-choice tests/exams:** "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

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### **PLAGIARISM\***

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas.

Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

**A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.**

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

**B. In adopting other writers' ideas, you must acknowledge that they are theirs.**

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

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## **Attendance Regulations for Examinations**

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations: 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year. 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

## **Medical Policy, Late Assignments, etc.**

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## **University Policy on Cheating and Academic Misconduct**

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Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

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Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

\*Reprinted by permission of the Department of History

Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

**Accessibility at Western:** Please contact [poliscie@uwo.ca](mailto:poliscie@uwo.ca) if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

## **SUPPORT SERVICES**

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca>

Student Support Services (including the services provided by the USC listed here) can be reached at:  
<http://westernusc.ca/services/>

Student Development Services can be reached at: <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to Mental Health@Western  
<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.